DOCUMENT RESUME

ED 241 884 CG 017 362

AUTHOR Moore, Colleen A.
TITLE An Overview of Vocational Guidance and Student Personnel Work.
PUB DATE [80]
NOTE 34p.
PUB TYPE Historical Materials (060) -- Viewpoints (120)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Career Guidance; *Counselor Role; Higher Education; History; Professional Recognition; *School Guidance; School Role; Secondary Education; *Student Personnel Services; Student Personnel Workers; Student School Relationship

ABSTRACT

This paper provides a historical review of vocational guidance and student personnel work in order to bring attention to the need for a historical foundation in the field and to suggest a unified way of analyzing student service work as a profession. Vocational guidance is discussed first because it provides important insights into the historical development of guidance and counseling. The movement of vocational guidance from the private sector to the public schools is described, and the influence of other disciplines (e.g., psychology, sociology, psychometrics) is briefly discussed. Differing modes of intervention used during the history of the vocational guidance and student personnel movements are examined in relation to the "in loco parentis" role of educators and counselors as a common aim of student services, and traced to what is posed as the maternalistic attitude of warmth and emotional support provided through student-centered counseling. The interrelationships of education, teaching, and guidance are examined as they contribute to the total process of individual development. The renewed interest of college faculty in student development is interpreted to mean that the time is right for greater integration of student personnel work (the extracurriculum) and academic interests. Achieving this partnership is discussed as a way to restore the lost community among faculty, administrators, and students. (JAC)

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AN OVERVIEW OF VOCATIONAL GUIDANCE AND STUDENT PERSONNEL WORK

by

Colleen A. Moore

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AN OVERVIEW OF VOCATIONAL GUIDANCE

AND STUDENT PERSONNEL WORK

Introduction

Services offered to students at both secondary and postsecondary levels of schooling are, for the most part, oriented toward solving immediate problems. This preoccupation with the present has resulted in passive research and reflection on the historical role of student services.[1] Unfortunately, "no comprehensive history of the origins, development and differentiation of . . . student services . . . has been published to date."[2] This "legacy of indifference" has resulted in not only the neglect of the historical foundations of the field, but also in the loss of valuable historical data not recorded.[3] It is not too late; many important founders of student personnel work are still living and could be called upon to contribute and collaborate on a history of this field of diverse disciplines.[4] One way to draw their attention to this need is through historical research such as this.

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[1]James J. Rhatigan, "History as a Potential Ally," NASPA Journal 11 (Winter 1974):11.

[2]Robert H. Fenske, "Historical Foundations," in Student Services: A Handbook for the Profession, eds. Ursula Delworth and Gary R. Hanson (San Francisco: Jossey-Bass Publishers, 1980), p. 17.

[3]James J. Rhatigan, "Student Services vs. Student Development: Is There a Difference?" Journal of NAWDAC 38 (Winter 1975):52.

[4]Dennis W. Engels, "Looking Forward via Hindsight: A Rationale for Reviewing Our Ideological Roots," Personnel and Guidance Journal 59 (November 1980):184.

Drawing attention to the need for historical foundation work in student services ~~for~~ by providing an historical overview of the field is one purpose of this paper. The second comes from the fact that the diversity of student services work defies an integrated interpretation of the field as a profession. The second purpose has become the identification of an unifying aim which may be used to analyze all student service work. Modes of intervention used during the history of the vocational guidance and student personnel movements are examined in relation to the in loco parentis role of educators and counselors as a common aim of student services, and as a focal point for this paper.

The perspective of an historical analysis can provide a better view of what student services are, have been, how they got that way, and what they may be found to become. This paper traces the original "paternalistic" attitude--one of surveillance and watching out for the students' welfare by providing moral guidance, advice and direction--of faculty and service personnel specialists through its evolution to what will now be posed as its "maternalistic" attitude--one of warmth and emotional support provided through student-centered counseling.

It will be shown how faculty roles changed, and the traditional responsibility for students was adopted by student personnel specialists. As this age-old privilege was given away, faculty felt more free to pursue their entrepreneurial interests, but some hostility toward guidance workers was created.[5] For this reason, the interrelationships of

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[5]Fenske, "Foundations," p. 15; and Edward Coleman Glanz, Guidance: Foundations, Principles, and Techniques, 2nd ed. (Boston: Allyn and Bacon, 1974), p. 38.

education, teaching, and guidance will be examined, especially as all can contribute cooperatively to the total process of individual development.

The return of the faculty in recent times to claim their birthrights over student development (This has been evidenced by institutional efforts and faculty research aimed at discovering the causes and reducing alienation felt by students.) is interpreted to mean the time is right for greater integration of student personnel work (the extracurriculum) with academic interests. Achieving this partnership is discussed as a way to restore the lost community of interest among faculty, administrators, and students.

How guidance at the secondary level and student services at the postsecondary level became such broad concepts peripheral to academic interests is examined in the following pages by looking at the historical development of both fields of personnel work. Though personnel work existed long before its official emergence in this century, it has only been since the early 1900s that its own "self-consciousness" has granted it greater legitimacy through self-examination, research and definition.[6] Vocational guidance is discussed first because it provides important insights into the historical development of guidance and counseling, and should serve to create a greater appreciation in "higher" educators for the work of personnel specialists in the public schools.

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[6]Kate Hevner Mueller, Student Personnel Work in Higher Education (Boston: Houghton Mifflin, 1961), p. 50.

Vocational Guidance

Guidance in the twentieth century arose as a response to problems created by the Industrial Revolution of the nineteenth century. The resulting division of labor, growth of technology, extension of vocational types of education, combined with the spread of new forms of democracy which encouraged self-determination, were central causes leading to this effort to help people realize their dreams of fulfilling their own destinies.[7]

Guidance was seen as a force which could bring order out of the complexity of jobs, society and interpersonal relations. So long as there seemed to be "enough for all" the humanitarian ideas of the progressive educators of the early ~~nineteenth~~ twentieth century would encourage the development of social services such as vocational guidance to aid individuals.[8]

From the Private Sector to the Public Schools

Guidance in the U.S. began as vocational guidance in the large industrial centers in which immigrants, farmers, rural youth, Southerners, and numerous minorities were faced with the confusion of modern life and the devaluing of their time-honored skills.[9] "Guidance arose out of a

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[7]Glanz, Guidance, p. 27; Roger F. Aubrey, "Historical Development of Guidance and Counseling and Implications for the Future," Personnel and Guidance Journal 55 (February 1977):288; and John Marks Brewer, History of Vocational Guidance: Origins and Early Development (New York: Harper & Brothers, 1942), p. 3.

[8]Glanz, Guidance, pp. 25-26.

[9]Aubrey, "Historical," p. 289; and Carroll H. Miller, Foundations of Guidance, 2nd ed. (New York: Harper and Row, 1971), p. 63.

cultural context to solve specific problems,"[10] but remained viable as it adapted to changing needs of its clientele.

Originally, vocational guidance was a philanthropic enterprise of private citizens and social agencies who wished to improve the post-secondary vocational adjustment of boys and girls, and to help adults better manage their lives in times of rapid change. Guidance started as a preventative measure separate from the public schools and the vocational education movement, but it changed as its destined relationship with school programs became clear.[11]

Frank Parsons, the "Father of Guidance," was the first to institutionalize vocational guidance. In 1908, he established the Vocation Bureau in Civic Service House in Boston and set up standards and practices which have had continued influence on guidance practices. Most especially, Parsons wanted to see vocational guidance become a part of the public school curriculum. As the Vocation Bureau's services were used more and more by the public schools, this dream was realized.[12]

Contemporary to Parsons, other persons, including public school figures such as Jesse B. Davis, were using guidance concepts. Davis, as an example of the influence of the Progressive Education Reform Movement, was the first to enter guidance into the curriculum as a subject.

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[10]Glanz, Guidance, p. 34.

[11]Miller, Foundations, p. 47; Mueller, "Personnel," p. 50; and Donald E. Super, "Transition: from Vocational Guidance to Counseling Psychology," Journal of Counseling Psychology 2 (Spring 1955):3.

[12]Aubrey, "Historical," p. 289; Glanz, Guidance, pp. 27-28; and Miller, Foundations, p. 42.

It was viewed as a series of learning experiences which would complement the existing curriculum by increasing the students' understanding of their own characters, bring them moral consciousness, and giving them greater awareness of their roles as social beings with duties and obligations to their society. With this emphasis on individual as well as social development, schools were set up as agents to correct the ills of society and to counteract the negative effects of industrialization.[13]

The strength of the early vocational guidance movement lay in its interest in the preparation of the individual for a life of change in a changing environment. Reinforcement of this idea came from industry as well as the public schools, and this powerful force of business had an important influence on the continued growth of vocational guidance. The increasing complexity of the work of the factory required a more intelligent work force. Orienting school curricula and preparing students to meet the needs of industry was achieved through cooperative efforts of business and education and through professional study and federal legislation.

The Smith-Hughes Act for secondary vocational education and teacher training (1917) and the Cardinal Principles of Secondary Education (1918) had the combined impact of inextricably binding education and guidance together. The focus of education changed directly on the secondary level and indirectly on other levels to a concern for the "whole student."[14] Other federal legislation followed in the late

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[13]Aubrey, "Historical," p. 289; and Glanz, Guidance, p. 28.

[14]Glanz, Guidance, pp. 28-29.

twenties and early thirties which further subsidized and supported vocational education and guidance as a legitimate enterprise of the public schools.

In the 1930s the Eight-Year Study, conducted by the Progressive Education Association, further emphasized the importance of integrating guidance into the teaching process. The 1930s saw the peaking of progressive influence on vocational guidance within the schools, but important foundations had been laid for the continued use of guidance, in whatever form, in the schools. The equation of guidance with education was made even more clear in the thirties by the domination of the National Vocational Guidance Association (founded in 1913) by school administrators and professors of education.[15] Guidance had become the domain of educators.

The Influence of Other Disciplines

The period from 1908 to the end of the first World War was that during which the guidance movement became a systematic process of imparting specialized knowledge and counseling youth to help solve problems related to vocational adjustment.[16] The guidance movement did not, however, develop as an isolated discipline. Without the help and influence of other developing disciplines, it could never have achieved its position of eminence in the public schools.

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[15] Ibid., pp. 41, 59-60; and Miller, Foundations, p. 28.

[16] Brewer, History, p. 2.

The development of psychology, sociology, new concepts of mental health, and, especially, psychometrics all provided guidance an early support base. The merger of vocational guidance with psychometrics after World War I set a foundation of heavy reliance on testing and analysis as a "scientific" and efficient way to determine individual capacity, ability, and preference. "Modern" measurement and assessment techniques dominated guidance through the 1930s.[17]

A conceptual problem arose during this formative period because psychometrics were being used as selection and evaluation devices rather than as self-management tools. They did not include practical applications of the tests to helping persons understand themselves. The "human engineering" approach of rigidly labeling, classifying, categorizing, and sorting people was taking over the true vocational guidance aim of self-discovery and self-determination through guidance intervention.[18]

Testing practices in vocational guidance were sharply criticized during the 1930s with the result that a number of interest and aptitude measures were developed (such as the Strong and Kuder inventories) which were not totally blind to such factors as social class, ethnicity, values, and motivation.[19] What was most important and significant during this early period was that testing and the use of trait-factor psychology gave vocational guidance needed respectability and credentials. Without

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[17]Aubrey, "Historical," pp. 30, 290-291; Glanz, Guidance, p. 29; and Miller, Foundations, p. 64.

[18]Aubrey, "Historical," p. 291; Brewer, History, pp. 9, 14; and Glanz, Guidance, p. 29.

[19]Aubrey, "Historical," p. 291; and Miller, Foundations, p. 51.

a strong support base from other disciplines, vocational guidance might not have weathered the depression years and their tests on the foundations of guidance. What resulted was a change in direction for guidance as it became clear that new ideas had much to recommend their use over old practices.

Counseling psychology was the most influential of the new ideas to affect vocational guidance. Vocational guidance had already added to its staff the "counselor," one who served a role of teacher; but the counseling model we know today got its true start in the 1940s as a result of the work of Carl Rogers.[20]

The Counseling Emphasis

Prior to 1940, "counseling" activities at both the secondary and postsecondary levels could best be described as "advising." Freud's work, after his 1910 visit to the U.S., had heavily influenced clinical psychology, but "counseling" was viewed merely as an adjunct technique in vocational guidance. Counseling was an ambiguous term until the 1940s and could, and did, imply vocational, psychological, personal, or educational modes of intervention.[21] It had great application value in this broad-spectrum sense, but its real value was untested.

Carl Rogers changed the direction of guidance and counseling in the mid- and late-1940s. He brought the clinical approach to counseling

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[20]Aubrey, "Historical," p. 291; Brewer, History, vii; and Super, "Transition," p. 3.

[21]Aubrey, "Historical," p. 291; Miller, Foundations, pp. 61-62; and Mueller, "Personnel," p. 57.

and a new, strong focus on the client. The client-centered, or non-directive approach, relied little on "diagnosis" and, as counselors came to realize that a vocation was only part of the life of a person, the foundations of guidance gave way. The link between vocational choice and personal development emerged, and the goals and purposes of counseling replaced those of guidance.[22]

In the 1950s, the term counseling psychology came into use as the result of the merging of several streams of thought from vocational guidance to clinical psychology. Its emphasis lay on dealing with the person as an individual influenced by environmental factors. Its concern was to develop the personal resources and adaptive tendencies of the individual so the person could make more effective use of them. This influence, as well as developmental psychology, learning theory, psychiatry, and sociology, paved the way for further directions in guidance and counseling efforts.[23]

Specialization and Segmentation

Guidance and counseling so expanded in scope in the 1950s that a new question arose: how could the diverse concerns of counselors become unified? One approach was to try to merge the different disciplines under one "umbrella" national organization. In 1952, several student services organizations merged (such as the NVGA and the American College

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[22]Aubrey, "Historical," pp. 290, 292; Glanz, Guidance, p. 36; and Miller, Foundations, pp. 41, 62.

[23]Aubrey, "Historical"; and Super, "Transition," pp. 3, 5.

Personnel Association) to form the American Personnel and Guidance Association.[24] Membership in this organization did not, however, serve the purpose of finding a common philosophy to serve all member groups. Mostly, they found out how much they differed.

Societal forces, in the form of federal legislation, served to further fractionalize guidance services. The National Defense Education Act of 1958, the Higher Education Facilities Act of 1963, and the Higher Education Act of 1965 all served to broaden the duties and responsibilities of counselors,[25] but not to unify them. While more money was available to promote guidance and counseling services, little was done to integrate and coordinate these functions with the educational process. Guidance and counseling developed even further as functions peripheral and supplemental to the more highly valued academic process.

The 1960s started as a period of great optimism. Counseling methods proliferated--behavioral counseling, existential counseling, reciprocal inhibition, reality therapy, gestalt therpy, rational-emotive therapy, Carkhuffian beginnings--and, unfortunately, competed with each other.[26] Means became confused with ends and the degree of seriousness of the identity crisis in guidance and counseling became evident.

As counselor specialization and discipline segmentation continued, the possibility of finding commonality of purpose and unifying principles to join together the wide array of student services specialists

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[24]Ibid.

[25]Fenske, "Foundations," p. 11; and Miller, Foundations, pp. 58-59.

[26]Aubrey, "Historical," p. 293.

became less likely to be achieved. The 1970s saw this quest abate, and the concern for technological improvement become more intense.[27]

Student Personnel Work

Personnel work at the college level paralleled the evolution of public school guidance, but developed functions distinctly different. Student services were created as responses to individual and institutional needs of personal and educational natures rather than vocational.[28]

As the student population grew in size and diversity, as the curriculum expanded, the mission of higher education had to expand to include new problems resulting from an increasingly complex organizational structure and a heterogeneous student body. Education was seen as being more than the passing on of information and the exercising of the intellect. Helping students became a part of the mission of higher education.

Changes in Higher Education

Student services professionals have not always had sole responsibility for helping students. This role developed as higher education underwent significant changes from the late 1800s through the early 1900s. The developments in higher education during that time shaped the present role of student services.

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[27]Ibid., pp. 293-294.

[28]Mueller, "Personnel," p. 50; and Robert H. Shaffer, "Whither Student Personnel Work from 1968 to 2018?" NASPA Journal 6 (July 1968): 9.

Colonial period colleges strongly emphasized the religious and moral development of students. They viewed the student as immature and greatly in need of guidance and supervision. This guidance and supervision function was the role of college presidents and the entire faculty. These colleges were highly residential, and discipline was strictly enforced.[29]

By the time of the Civil War, many external influences had begun to shake the religious foundations of college life. The Enlightenment, Darwinism, scientific research, the growth of public colleges, and the effects of the Civil War and industrialism combined to force higher education to respond in new ways to an increasingly pluralistic, secular and technological society. The results of the impacts of these forces were the secularization of higher education, the decline in value of the classical curriculum, and a shift in faculty focus from student to academic--especially research--interests.[30]

Faculty participation in what are now called student services changed from total involvement to detachment. As institutions grew, and as the emphasis on research increased, presidents found it necessary to delegate surveillance and supervisory functions to particular faculty members. Formal, specialized staff assistance was necessary to handle the large numbers of students of diverse social, ethnic, religious, and racial backgrounds. As "specialists" were hired, and as new specialist positions--deans of women, deans of men, admissions officers,

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[29]Fenske, "Foundations," pp. 1-5.

[30]Ibid., pp. 4, 15.

registrars--were created, faculty were able to divorce themselves from responsibility for nonacademic affairs.[31]

It was inevitable that faculty become disinterested in student development because the forces that fragmented the unitary curriculum "in support of specialized knowledge made the orientation of faculty members more intellectual" and student concerns secondary.[32] The historic community of scholars was lost as campuses became composite structures with multiple systems of values and specialized work.[33]

As institutions of higher education turned increasingly to European models of undergraduate and graduate education, they lost their paternalistic influence. Institutions became faculty-centered and academic department specialized.[34] Into the void of concern for students left by faculty, "the forerunners of contemporary student personnel services" workers came.[35]

The move from concern for students to a scientific and technical orientation eventually led to student reaction to the intellectual

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[31]E. D. Duryea, "Evolution of University Organization," in The University as an Organization, ed. James A. Perkins (New York: McGraw-Hill, 1973), p. 27; Eugenie Andruss Leonard, Origins of Personnel Services in American Higher Education (Minneapolis: University of Minnesota Press, 1956), p. 112; James F. Penney, Perspective and Challenge in College Personnel Work (Springfield, Illinois: Charles C. Thomas, 1972), p. 52; and John J. Prior, "The Reorganization of Student Personnel Services: Facing Reality," Journal of College Student Personnel 14 (May 1973):202.

[32]Duryea, "Evolution," p. 28.

[33]Fenske, "Foundations," p. 16.

[34]Duryea, "Evolution," p. 27; and W. H. Cowley, "Some History and a Venture in Prophecy," in Trends in Student Personnel Work, ed. Edmund G. Williamson (Minneapolis: University of Minnesota Press, 1949), p. 16.

[35]Duryea, "Evolution," p. 28.

impersonalism of the universities. Student personnel administrators tried to overcome the impersonalism of the university environment by adopting the paternalistic role abandoned by faculty, but students chose to respond by creating their own social and intellectual life separate from the academic aspects of collegiate life. The extra-curriculum developed as a result of alienation between students and the institution.[36]

The Extracurriculum and Personnel Workers

Student alienation, increased numbers and types of students, and a decreased emphasis on religion allowed the development of fraternities and sororities, intercollegiate athletics, drama clubs, literary societies, and student publications.[37] Monitoring these activities became the responsibilities of specially appointed "personnel" officers.

Early personnel administrators were placed in charge of various important administrative functions, as well as purely "extracurricular" student activities. Enrollment, discipline, housing, academic program advising, and sometimes finance became different functions performed by personnel officers such as deans, registrars, and various "directors" and managers.[38] These duties, too, eventually became a part of the extracurriculum.

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[36]Fenske, "Foundations," p. 19.

[37]Ibid.

[38]Ibid.; and Cowley, "Prophecy," p. 20.

From 1870 to 1900, the student personnel movement was pioneered at major universities by far-sighted presidents. Eliot at Harvard, Gilman at Johns Hopkins, and Harper at Chicago initiated and spread the concept of appointing special persons in full-time charge of students.[39] By 1900 the "Dean of Students" title had emerged and student services had become functionally separate from academic instructional responsibilities.[40] The professionalization of student personnel work was begun, but many new forces were about to start shaking up everyone's view of human development and sending personnel work in many new directions.

Human Development and Psychological Testing

Student personnel work had very pragmatic beginnings--identify and remediate students' daily living problems.[41] This seemed increasingly possible, and more, as advances in understanding human development and using psychological testing methods opened up wide possibilities for helping students in a variety of ways--academic, social and personal.

Student services work grew rapidly after World War I because of advances in the use of testing and counseling techniques made by the army. Personnel work entered a period of "systematic differentiation and specialization of personnel functions."[42] These developments were further aided by new psychological theories and the application of

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[39]Ibid.; and Duryea, "Evolution," p. 28.

[40]Mueller, "Personnel," p. 63.

[41]Penny, Perspective, p. 50.

[42]Fenske, "Foundations," p. 20.

Dewey's progressive educational theories. "Meaningful" activities became the focus for both student personnel work and for the university mission.[43] Psychometrics and counseling seemed most pragmatic in achieving this desired end.

Early testing and assessment techniques were heavily criticized, but as more carefully formulated mental and attitudinal testing was conducted, and as counseling efforts were expanded, personnel workers began to increase the number of remedial and functional services they offered to students.[44] This growth in a service emphasis was consistent with the growth of higher education at that time and was seen as a means of compensation for the increasing depersonalization of the student.

Emergence of the Student Personnel Movement

Staff specialization increased as colleges and universities took on more and more educational tasks. Not only did academic offerings proliferate, but also student services expanded to meet the needs of new students and new bureaucratic arms of the university.

As a recognizable movement, personnel work began to be referred to by name after 1920.[45] It increasingly became viewed as a way to

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[43]Ibid.; and Gerald L. Saddlemire, "Professional Developments," in Student Services; A Handbook for the Profession, eds. Ursula Delworth and Gary R. Hanson (San Francisco: Jossey-Bass Publishers, 1980), p. 26.

[44]Penney, Perspective, p. 51.

[45]Esther Lloyd-Jones, "The Beginnings of Our Profession," in Trends in Student Personnel Work, ed. Edmund G. Williamson (Minneapolis: University of Minnesota Press, 1949), p. 262.

achieve greater integration of the academic and the social development of students, but, by the 1930s, the movement had a serious setback as institutions were forced to cut back their expenditures. This newly recognized, as yet untested, expensive "frill" was considered a drain on institutional resources.

Another blow to the student personnel movement was the influence of advocates of the return to the pursuit of intellectual virtues. Exemplified by Robert M. Hutchins, a leading exponent of the anti-student personnel movement, scholarship and devotion to the advancement of knowledge came to be an attitude in direct opposition to the personnel view and its emphasis on educating the "whole" person.[46] By the late 1930s, however, the humanistic approach to education was taking a firm hold, and the continuation of personnel work was assured.

World War II also helped change the debate over student personnel services in higher education. Added to the Truman Commission's report on higher education and its recommendations for getting rid of racial, ethnic and financial barriers to higher education, the Servicemen's Readjustment Act (G.I. Bill) increased the need for academic, personal and financial advising. Students from a "wide range of socioeconomic and scholastic backgrounds" enrolled in universities and created new and different needs for student services.[47]

A new direction for higher education developed in the post-World War II period. This was directly influenced by the new class of students

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[46]Fenske, "Foundations," p. 21.

[47]Ibid., p. 10.

and their vocational and utilitarian purposes for securing advanced educational training.[48] Women were seeking skills which would equip them to enter the job market, other minorities were seeking upward social mobility, and many white, middle class males were trying to update their skills for re-entry into the managerial or professional levels of work. Campus counseling centers proliferated, and by 1956 there were at least four student service professionals on every major campus.[49] Student services were a success.

College personnel work became even more firmly entrenched in the 1950s and 1960s by its efforts to establish a philosophy and objectives--to become a profession. Though personnel work has not yet achieved a consensus that it is indeed a profession, it has set formal guidelines for its work and consistent descriptions of its functions.[50]

Personnel Work

Student services originated in efforts to correct situations which hindered students' learning and were counterproductive to the mission of colleges--to graduate students. Student personnel work became "an unavoidable corrective for some of the weaknesses inherent" in the collegial institution.[51] Such work took on a compensatory influence.

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[48]John D. Jones, "Student Personnel Work: Current State and Future Directions," NASPA Journal 15 (Spring 1973):3.

[49]Fenske, "Foundations," p. 22.

[50]Ibid.; Saddlemire, "Professional," p. 28; Mueller, "Personnel," p. 56; and Edmund G. Williamson, Student Personnel Services in Colleges and Universities (New York: McGraw-Hill, 1961), p. 29.

[51]Williamson, Student, p. 15.

As institutions of higher education evolved organizationally, they also took on higher purposes. Humanizing education became a part of the mission as universities, through their student personnel agents, tried to balance the world of the student with the university environment and the external forces of the real world. A central goal for higher education has come to be achieving maximum student development.[52]

Student personnel work attempts to achieve total student development through a program of organized services consistent with the student personnel point of view. This point of view includes the following aspects: (1) personnel work is concerned with the treatment and development of the individual as a functional whole, (2) each individual is unique and differences are anticipated, (3) supplemental services are necessary to full personal development because classroom teaching is not sufficient in the education of some students, (4) personnel work should be educative rather than authoritative, and (5) personnel work should constantly be reevaluated and updated.[53] The objective of this personnel point of view and the programs built around it is to combine the educational and maturational processes of students by interpreting for the student and the whole college family the meaning of student development.[54]

The program of student services which has evolved over the history of personnel work contains many descriptive categories. "Modern"

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[52]Ralph F. Berdie, "Student Personnel Work: Definition and Redefinition," Journal of College Student Personnel 7 (May 1966):132.

[53]Mueller, "Personnel," p. 56; and Williamson, Student, pp. 13-16.

[54]Mueller, "Personnel," p. 67.

student services vary in scope and emphasis from campus to campus according to the objectives of the individual institution and the composition of its student body.[55] The list which follows is not representative of any particular campus, rather it represents the possibilities of services which might be offered to students:

Personnel Work

Selection for Admissions	Discipline
Registration and Record	Special Clinics
Counseling	Special Services:
Health Services	Student Orientation
Housing and Food Service	Veterans Advising Service
Student Activities	Foreign Student Program
Financial Aid	Marriage Counseling
Placement	Religious Activities[56]

Personnel work in the seventies began to take a new direction--away from the "office" orientation. "Student services [became] less defined by office and more by function."[57] These services also came to be described as either person-oriented or process-oriented according to their coordinating, orienting, supportive, or educative functions.[58] As personnel work has gained in sophistication of function, it has also gained

[55]Ibid., pp. 67-68; and Jones, "Work," p. 4.

[56]Fenske, "Foundations," p. 22; Mueller, "Personnel," pp. 56-57; and Williamson, Student, pp. 29-32.

[57]Thomas R. Harvey, "Some Future Directions for Student Personnel Administration," Journal of College Student Personnel 15 (July 1974):244.

[58]Jones, "Work," p. 6; and David B. Hershenson, "A Functional Organization of College Student Personnel Services," NASPA Journal 8 (July 1970), p. 35.

in sophistication of description. Unfortunately, this greater sophistication has not had a pervasive influence on the field of student personnel work, a point discussed in the next section.

Identity Crisis

Historically, "diversity rather than uniformity" has characterized student personnel work.[59] Add to this problem of definition and the segregation of student services from the primary academic functions of colleges and universities and you have pinpointed the reasons for the continued identity crisis suffered by personnel workers.[60]

Part of the insecurity felt by personnel in student service work is whether their isolation from the mainstream of university function is due to the quiet, indirect nature of student services or because of a lack of significant impact.[61] Some persons suggest better advertisement would help solve the problem, but most feel that the "lack of a clear, precise definition of [personnel worker] goals" has become a handicap not only in increasing understanding of student services functions, but also in justifying their existence.[62]

Misperceptions of student services roles have led to false expectations (especially in the 1960s) of competence, and have resulted in

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[59]Williamson, Student, p. 22.

[60]Ibid.; and Clyde A. Parker, "With an Eye to the Future . . .," Journal of College Student Personnel 14 (May 1973):195.

[61]James P. McIntyre, "Student Personnel: The Challenge of the Future," Journal of NAWDAC 38 (Winter 1975):60.

[62]Mueller, "Personnel," p. 61.

strong criticisms of the field and increasing questions of effectiveness.[63] These criticisms have increased the feeling of estrangement from the vital functions of the academic enterprise, and have led to much discontent among student personnel professionals.

Student services have never been "thoroughly integrated into any of higher education's three principal functions of teaching, research, and service."[64] If the professionals within this field wish to change this situation, they are going to have to define their philosophy and goals. Without arriving at an agreed upon common core of ideas, they will find it difficult to convince others of their importance. Also, they will find it even more difficult to defend their "beliefs" without an explicit statement.[65]

Without the support of the rest of the academic community, student services will remain peripheral to major academic functions. To become a full partner in the academic enterprise, student personnel work will have to build on an identifiable unifying principle which "permeates all of the life and aims" of the university.[66] This aim may well be student development, but before personnel work can gain the cooperation of its colleagues, it may have to overcome a barrier which Paul Dressel says has "arisen out of its devotion to the needs of the individual student as a human being."[67] If personnel workers see their mission as helping

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[63]Prior, "Reorganization," pp. 202-203, 205.

[64]Fenske, "Foundations," p. 3.

[65]Ibid., p. 2; and Mueller, "Personnel," p. 61.

[66]Fenske, "Foundations," pp. 5-6.

[67]Mueller, "Personnel," p. 63.

the student survive instruction, this "self-righteous" attitude may doom any efforts at collaboration with those colleagues identified as adversaries.[68]

Collaboration is truly necessary when one evaluates the ways in which students are divided into parts by competing forces on campuses.[69] If student development is the goal, then cannibalism of students must be stopped.

Collaboration can help achieve a true community spirit among all members of the campus community. In this way, cooperation can serve not only to strengthen the role of student services, it can also bolster the morale of the whole organization. Achieving this goal is possible because the student personnel movement is still young and is not yet so mired in tradition that it cannot change.[70] It will be up to the professionals in the field what form this change will take.

From Student Services to Student Development

One recent suggestion for change follows a trend established in the 1960s--change the name. Because of the negative connotations of "service" as supplemental or complementary, but not central in function,

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[68]Ibid.; and Theodore R. Miller and Judith S. Prince, The Future of Student Affairs: A Guide to Student Development for Tomorrow's Higher Education (San Francisco: Jossey-Bass, Inc., 1976):155.

[69]Miller, Affairs, p. 155.

[70]McIntyre, "Challenge," pp. 61, 63.

a number of persons have suggested trading in the description "student personnel services" for "student development."[71]

The arguments for the change in name emphasize that student development really implies more emphasis on process than on content in student personnel work.[72] Of major import to this "camp" is the idea of student personnel workers as change agents. The content of "services" work has forced personnel workers to be passive and reactive, says this group. Their new goal is that the student development process become a medium through which personnel workers can become creators--active, deliberate interventionists.[73]

Student services probably have too long taken an ad hoc, reactive stance, but changing titles is not enough to demonstrate the value of "student development work" over student personnel work.[74] Rhatigan says that there really is no implied difference between the two except for the negative association of service, and he objects to the sound of "developer!"[75] Service in the title may also make student personnel work appear to be a luxury, but the final decision should rest on the answer

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[71]Saddlemire, "Professional," p. 31; and Burns B. Crookston, "An Organizational Model for Student Development," NASPA Journal 10 (July 1972):3.

[72]Saddlemire, "Professional," p. 31; and Major L. Harris, "Urban Influence on Student Personnel Services," Community and Junior College Journal 43 (February 1973):43.

[73]Crookston, "Organizational," p. 4; Parker, "Eye," p. 195; Penney, Perspective, p. 54; and Saddlemire, "Professional," pp. 34-35.

[74]Parker, "Eye," p. 201.

[75]Rhatigan, "Services," pp. 53-54.

to the question, would the student "development" title increase the effectiveness of student personnel work?[76]

Rhatigan concludes that personnel workers should not be so concerned about a conspiracy to keep them out of academic affairs--competency needs no invitation and that is the bottom line. He states that the concept of service should be broadened, and that negative connotations do not have to be applied to the work.[77] That decision will ultimately be up to those judging the work, and no labels can hide or change the facts.

One other suggestion related to a change in description and function does seem worth considering in light of the possibilities for reducing the friction between the control and the developmental aspects of student personnel work. This suggestion involves the creation of a new organizational structure which would separate "student development" functions from "student management" functions. This new design could improve the educative function of student personnel work by freeing it from those administrative responsibilities which only serve to hinder the proactive process of student development.

A Direction for the Future

No matter what new names or new organizational structures are applied to student personnel work, the quest for a single, unifying

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[76]Ibid.; and Robert H. Shaffer, "An Emerging Role of Student Personnel Contributing to Organizational Effectiveness," Journal of College Student Personnel 14 (September 1973):391.

[77]Rhatigan, "Services," pp. 55-58.

[78]Jones, "Work," p. 8; Prior, "Reorganization," pp. 203-204; and Saddlemire, "Professional," p. 35.

statement of purpose will continue because the elements of the field are so diverse. Many specialized vocations have been brought together under the collective title "personnel work," and, though they all share a common goal of achieving optimum development of the individual, each discipline has achieved its own level of performance and function separate from the others.[79] Perhaps a more achievable goal would be to search for common interests and a common destiny.

One destination for personnel work may lie in the direction of assisting in organizational development.[80] Student personnel workers are in an unique position to use their knowledge of student development to see the institution as a whole. By analyzing the personalities of all the members of the campus community, the student personnel division may be able to point out what interactions occur as a result of various policies and decision, and what implications can be drawn. Evaluating existing and new procedures in this manner may serve to point out disparities in practice, and in expectations.[81]

The entire university organization will become the "client" of personnel work if the student services division becomes involved in organizational development.[82] In order to foster this type of "community

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[79]Prior, "Reorganization," p. 202; and C. Gilbert Wrenn, "An Appraisal of the Professional Status of Personnel Work, Part I," in Trends in Student Personnel Work, ed. Edmund G. Williamson (Minneapolis: University of Minnesota Press, 1949), pp. 265, 279.

[80]Shaffer, "Whither," p. 11.

[81]Ibid., pp. 11-12; and Shaffer, "Emerging," p. 388.

[82]Alvin H. Lipsetz, "Student Personnel Work and Organization Development," NASPA Journal 11 (October 1973):38-39.

development," all campus divisions will have to become partners in this cooperative enterprise. This will necessitate greater collaboration and coordination between faculty, administration, students, and personnel workers. All should benefit if all are sincerely interested in advancing their common cause.

The student, the major concern of personnel workers, will not be lost or given less attention if this new direction is followed. As a matter of fact, because students' problems are sometimes inseparable from institutional problems,[83] students may become major beneficiaries of this process of organizational development. Because change is recognized as a function of both individual and environment, the management of change depends on addressing both factors.[84] To meet the challenges to survival for both personnel work and higher education the system in which the individual operates must become more human and more personal--more adaptive to the needs of its clientele.

This adaptive capability will become even more important ~~and as~~ as universities find themselves life-long "homes" for students. The maternalistic emphasis mentioned in the introduction of this paper fits most closely with the idea of lifelong learning. As the university community extends its boundaries to include new student populations--especially returning adults[85]--it may have to raise and revise its lost concept of in loco parentis to create an environment in which students feel the atmosphere to be one of maternal warmth, support, and welcome.

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[83]Saddlemire, "Professional," p. 39.

[84]Parker, "Eye," p. 198.

[85]Howard C. Kramer, "Futuristic Student Services: One Perspective," Journal of NAWDAC 38 (Winter 1975):80.

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